

2018-2020 Charter School Program High-Quality Replication

Program authority:	Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	June 4, 2018 to July 31, 2020	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">APR 17 PM 1:46</div>
Application deadline:	5:00 p.m. Central Time, April 17, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov ; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
School of Science and Technology	015831	TBD-SST-Discovery-Houston new	
Vendor ID #	ESC Region #	DUNS #	
010758906	4	144076457	
Mailing address		City	State ZIP Code
4241 Woodcock Suite B-206		San Antonio	TX 78228-1310
Primary Contact			
First name	M.I.	Last name	Title
Mehmet		Nalcaci	Superintendent
Telephone #	Email address		FAX #
915-218-3833	mnalcaci@ssttx.org		210-530-8280
Secondary Contact			
First name	M.I.	Last name	Title
Fevzi		Simsek	Asst. Superintendent - CFO
Telephone #	Email address		FAX #
469-615-7549	fslmsek@ssttx.org		210-530-8280

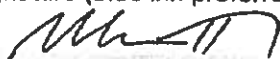
Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
		Nalcaci	Superintendent
Telephone #	Email address		FAX #
915-218-3833	mnalcaci@ssttx.org		210-530-8280

Signature (blue ink preferred)



Date signed

04/15/2018

701-18-110-015

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Documentation of Authorization to Charter	<ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); AND A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); AND A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND Either of the following: <ul style="list-style-type: none"> A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521(a)(2)); OR A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); OR A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.
2.	Board of Trustees Approval	<ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3.	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the district partnership with a high-quality charter school, and the rationale for the district authorizing the campus charter; A detailed description of the admission requirements for the campus charter; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4.	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5.	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)
6.	Additional Assurances	A completed Additional Assurances for School District Authorizers Form (See Appendix 4.)

Part 2: Acceptance and Compliance**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures compliance with IDEA Title I, Part B, Section 613, as cited in Appendix 1.
4.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
5.	The charter school will maintain clear documentation and data for the school and students served by the CSP High-Quality Replication Grant Program; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the CSP High-Quality Replication Grant Program funds.
6.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
7.	<p>According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempt from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

	<p>lottery, if more students apply for admission than can be accommodated.</p> <p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
8.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. <p>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.</p>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 0158231

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

School of Science and Technology (SST) requests \$400,000 to replicate its successful model and open School of Science and Technology Discovery-San Antonio (SST Discovery-SA). The grant will benefit SST Discovery-SA student population in an underserved area adding 750 new high-performing seats in grades PreK – 12 when school is at full capacity. Year one will house 275 new high-performing seats in grades PreK – 5. The grant will also support SST's mission and allow SST to quickly replicate the STEM-based curriculum and empower students to develop in-demand knowledge and skills they need to thrive in the 21st century world. The new school will open in 2018-2019 school year. Founded in 2005, SST is a results-driven academic focused charter school network that has operated two distinct districts (SST / SST Discovery) with a total of seven schools. SST accepts students via lottery. There is a high demand for quality public school options in greater Houston area. It is the fifth growing largest metropolitan area in the United States. The school is expected to mirror the similar demographics of existing School of Science and Technology schools; 59% Hispanic, 24% White, 9% Black, 7% Asian, <1% Native American, 55-60% Economically Disadvantaged, 25% LEP, and 11% Special Ed.

Background

SST Discovery-SA is part of the School of Science and Technology (SST) system. SST has a six-year track record of consistently supporting all students, regardless of race or income level, in achieving outstanding academic results. Beginning with the launch of its first STEM-focused school in San Antonio in 2005, SST has transformed the way Texas students, especially educationally disadvantaged populations engage with math and science. As a result of their performance, SST schools have earned numerous national and local recognitions: U.S. News & World Reports "Best High Schools in the national rank, The Washington Post's "Most Challenging High Schools" list, San Antonio Express News, KENS, FOX, Spectrum, Champion's Award and NICHE.

SST Discovery-SA will build student achievement and outcomes on four core instructional elements:

1. Challenging math and science curriculum, with an emphasis on project-based learning (PBL)
2. Blending mastery of core knowledge with personalizing learning
3. Focus on assessment and interventions with differentiation for students with special needs
4. Culture of constructive competition, discipline, and parental engagement. In addition, the Replication funds will also supplement to recruit, develop, and retain a talented workforce.

To deepen its impact and organizational strength, SST is looking for financial support for SST Discovery-SA. The school will use the fund to replicate/implement the four core instructional element listed above.

Core Values: SST Discovery-SA will adopt a set of in-house developed core values that inform and guide the organization in all aspects and contribute to a consistent, results-oriented culture across all regions and schools:

1. **High Expectations:** Every student will learn and grow into a successful and productive citizen.
2. **Dedicated Staff:** We do whatever it takes to help our students reach their goals.
3. **Working Together:** Our students, parents, and staff work in collaboration to create a strong community of success.
4. **STEM for All:** Every student will graduate with a strong understanding and appreciation of STEM and
5. **Character Matters:** We guide our students to value integrity, show respect, and be responsible.

Budget Development

In developing a budget for this grant program, the campus principal and the school's design team, consisting of industry, SST Central Office Leadership Team and the Board were tasked with reviewing the charter components and developing a budget on how grant funds would best be used. Five category needs were identified and used to determine budget parameters; lab supplies/computers, 3 months salary for staff/extra duty pay for staff, recruitment materials, project evaluator and professional development/training. Speaking with industry professionals, classroom teachers and professional consultants derived information for the budget. District quotes were used to inform decision-making concerning technology and curriculum software costs, which serve as a large component of the requests for this STEM driven school. Since the curriculum will be driven by industry-led projects, the designed team felt that allocating money to curriculum and project-based learning materials would serve the school's needs as industry forms projects. Professional development funds, according to the group, should be used for project-based learning training, blended learning, and

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

personalized learning. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

Demographics

The campus principal will target incoming 3rd, 4th and 5th graders as the intended tested population for the grant in year one. The target student is one for who will be tested on the 2019 State Assessment. The campus principal shall ensure outreach, marketing and recruitment of the diverse cross-section of 225 PreK-5th grades students, targeting one or more Improvement Required campuses from Houston ISD and other area school districts.

Needs Assessment Process

The needs assessment process success was designed and reviewed by district and campuses administrators. These individuals are responsible for determining the effectiveness of the assessment produced and in insuring the results clearly identify the gaps and weaknesses of the district. The stakeholder (Superintendent, Asst. Superintendent/CFO, Principals, District Technology Director, Librarian and Teachers) will meet on a quarterly basis, or as needed to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas of needs, as well as identify milestones for course correction as needed. Any significant changes will be presented to the District Board Members and TEA for approval.

Management Plan

The management plan includes an organizational structure, milestones for accomplishing major objectives and the use of an online grant management system to keep the project on task. The management team is comprised of individuals with many years of experience in school leadership and project management. The principal of the campus will direct and manage the overall implementation of the grant project ensuring that the program is effective and promotes increased academic achievement as intended. The principal will work closely with SST Advisory Committee, which includes industry partners, and external consultants to ensure all project activities are implemented in a timely manner. District business services will be used for financial administration including accounting, payroll, purchasing, and information technology and information services. They will ensure that all necessary financial support and enabling technology are available to SST Discovery-Houston. Control of Charter School Program High-Quality Replication grant will be a collaborative effort between the campus leadership and the charter Central Office leadership.

Evaluation Method To ensure the grant strategies are delivered with fidelity and high-impact, SST will use qualitative and quantitative data methods and analysis as well as developed a structure approach to evaluation that combines formative and summative measurement per a CIPP model as follows: Context, Input, Process and Product. It includes a complete examination of the charter including needs and goals assessment. It identifies components of effective implementation as defined by key stakeholders and it also examines how the charter is being implemented. SST Discovery-Houston staff will collect documentation of staff professional development, student assessments, and other artifacts as appropriate to monitor and inform program implementation. Finally, SST-Houston will examine the general and specific outcomes of the charter and conduct a retrospective benefit/cost assessment.

Satutory/Priority – Charter School will Open

SST Discovery-Houston will open for the 2018-2019 school year and will begin serving student on or before 9/5/2018.

Satutory/Priority – Proximity to Improvement Required (IR) Campus(es)

SST anticipates that at least one or more IR campuses are within SST-Houston campus zip codes 77498 and 77477 proximity 10 miles or fewer.

Satutory/Priority Points – Population to be Served

SST anticipates a minimum of 275 students to be served in 2018-2019.

Satutory/Priority Points – Top 25 Percent Closing Performance Gaps Distinction Designation

SST is listed on TEA's relevant originating charter campus as top 25% scored 7 of 7.

Statutory Requirements

SST Superintendent assures TEA that this application meets and has adequately responded to Statutory Requirements 1-8. As a Subchapter D Open-Enrollment Charter School, SST is not required to respond to Statutory Requirements 9-13. In addition, SST meets and has adequately responded to all TEA Requirements, including eligibility, as evidenced by responses to each required section, form, table, and chart in this application.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015831			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA					
Grant period: June 4, 2018 to July 31, 2020			Fund code: 258		
Budget Summary					
Schedule #	Title	Class/ Object Code	Planning Activity: Direct Program Costs	Implementation Activity: Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$	\$65000	\$65000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$58000	\$58000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$274000	\$274000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$3000	\$3000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$0	\$400000	\$400000

No administrative costs (direct or indirect) may be charged to this grant program.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
Academic/Instructional						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director: 20% all year			\$	\$5000	\$5000
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Principal: first 3 months			\$	\$16200	\$16200
22	Asst. Principal: first 3 months			\$	\$20300	\$20300
23	Admin. Assistant: first 3 months			\$	\$7500	\$7500
24	Subtotal employee costs:			\$	\$49000	\$49000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112 Substitute pay			\$	\$	\$
26	6119 Professional staff extra-duty pay			\$	\$	\$
27	6121 Support staff extra-duty pay			\$	\$10000	\$10000
28	6140 Employee benefits: first 3 months			\$	\$6000	\$6000
29	61XX Tuition remission (IHEs only)			\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$16000	\$16000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$65000	\$65000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Teacher, Administrator and Board Training	\$	\$3000	\$3000
2	Advertisement for student & teacher recruitment (brochure design, print, mailing, radio/TV add)	\$	\$50000	\$50000
3	Project Evaluator	\$	\$5000	\$5000
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$	\$58000	\$58000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$58000	\$58000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

#	Description of Supplies and Materials (Add additional lines as needed)	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Computers and Technology Supplies: Technology S.	\$	\$94000	\$94000
2	Classroom and Office Furniture: Classroom	\$	\$50000	\$50000
3	Science Lab Supplies	\$	\$20000	\$20000
4	Fuse Lab	\$	\$10000	\$10000
5	Curriculum software	\$	\$100000	\$100000
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
15		\$	\$	\$
16		\$	\$	\$
17		\$	\$	\$
18		\$	\$	\$
19		\$	\$	\$
20		\$	\$	\$
Grand total		\$	\$274000	\$274000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 015831		Amendment number (for amendments only):		
Expense Item Description		Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$3000	\$3000
Grand total:		\$	\$3000	\$3000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$	\$	\$
66XX—Computing Devices, capitalized						
2			\$	\$	\$	\$
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$	\$	\$
Grand total:				\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EDUCATIONAL NEED: In Houston ISD, the dropout rate has improved in recent years (43% decrease since 2007), but it is still two times higher for Hispanic students and three times higher for African American students than for all students. Currently, TEA has sited 37 schools in Harris County academic year 2017-2018 as Improvement Required (IR) campuses. Houston ISD also performs below the state averages on each of the STAAR End-of-Course exams and on STAAR tests for grades 3-8 in all subjects. The performance gap for minority students continues to indicate that Houston families have a clear need for better, high-quality educational opportunities. School of Science and Technology (SST) requests \$400,000 to replicate its successful model and open School of Science and Technology- Houston. The grant will benefit SST-Houston student population adding 400 new high-performing seats in grades PreK – 12 when school is at full capacity. Year one will house 225 new high-performing seats in grades PreK – 5. The grant will also support SST's mission and allow SST to quickly replicate the STEM-based curriculum and empower students to develop in-demand knowledge and skills they need to thrive in the 21st century world. The new school will open in 2018-2019 school year.

COMMUNITY DEMAND: As of November 2017, SST had a waitlist of 3,588 students, and according to research conducted by the Texas Tribune (March 10, 2017); charter schools reported more than 100,000 students are on waitlists to get into their schools in Texas. Houston citywide, there are over 32,000 students on charter school waitlists (Families Empowered, 2016). SST-Houston will draw from the Harris County area schools on Improvement Required list of 2017 published by TEA (schedule 17) for seats at charter school. **SST-Houston needs this grant to replicate its four core instructional elements for student achievement:** (1) Challenging math and science curriculum, with an emphasis on project-based learning (PBL); (2) Blending mastery of core knowledge with personalized learning; (3) Focus on assessment and interventions with differentiation for students with special needs; (4) Culture of constructive competition, discipline, and parental engagement. In addition, the High-Quality Replication grant funds will also supplement the recruitment, development and retention of highly effective teachers and administrators.

1. SST-Houston will replicate/implement a standard focused project-based learning (PBL) approach. Integrating technology and standard-base PBL into our core STEM curriculum has demonstrated success record at other SST campuses. SST will need classrooms, computer stations, and science lab equipment with project materials and supplies to be able to assign individual PBL projects to each student. 2. SST will adopt the custom day program, which provides two hours of targeted instruction everyday in reading and math where students are provided with intervention, enrichment and advancement opportunities. Students work on a multitude of learning opportunities in 1:1 settings, small groups, an extended learning opportunities where they have the capability to work and progress at their own pace through leveraging and adaptive learning technologies. 3. SST will identify intervention needs early in the year using NWEA MAP, STAAR practice, and locally developed assessments. The intervention program will include 1:1 pull out tutoring, after school and Saturday tutoring. Continuous data analysis will be utilized to monitor student learning and growth. Reading and math interventionists will be hired to support students in need of interventions. Personalized learning software will be utilized to support reading and math instruction for all students including students with identified special needs. Extra hour/period for reading and math group instruction will take place in extra hour/period classes based on individual student needs. Data meetings, parent meetings, and department meetings will support intervention programs and advocate for student learning. 4. To promote strong school culture and classroom management, SST has developed a disciplined point system that allows teachers to spend more time on instruction, and less time on discipline. This information is tracked in the SST student database, enabling students, teachers, and parents to collaborate. SST parent website provides information about the subjects and resources that are taught in the school and informative website links to enhance the parents survey will be utilized to evaluate the strength and weaknesses of the school. Various academically focused meetings will be scheduled for parents with the purpose of explaining the SST instructional model and providing support for student achievement. 5. SST will have a body of highly qualified teachers. Teachers and administrators will be provided professional development to ensure that they understand the SST instructional system and continue to get this support for the whole grant term. Financial assistance will be given to the teachers to get Master's in education or principal certificate to create our own administrators. No grant funds however will be used for teacher salaries, financial assistance for teachers to get a Master's in Education, incentives.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Maximize academic achievement of every child especially focusing on challenging math and science curriculum and other STEM areas on project-based learning (PBL)	The school will replicate/implement standards-focused project-based learning (PBL). Highlighting the STEM areas, the SST model emphasizes a cross-disciplinary, multi-secondary approach. This approach leads to higher levels of student engagement as a result of students having the opportunity to determine the focus of their intellectual exploration based on their own unique interest.
2.	Blending mastery of core knowledge, personalized learning and extended learning time	Individual attention in the form of blended learning strategies, intensive counseling, and personalized goals will be employed to motivate and support all students. Custom Day program which addresses the need for more differentiation to accelerate the learning of all students in math and English language arts. As part of this program two hours a day are spent on individualized intervention, enrichment, or elective courses.
3.	Focus on assessment and interventions with differentiation for ESL and special education students	Implementation of the core curriculum will be supported by the purposeful use of diagnostic, formative, benchmark, and summative assessments aligned to the standards. School's comprehensive approach to assessment will give teachers the information they need to understand the specifics skills and abilities of each student, set accelerated goals, differentiate instruction, and provide timely corrective instruction to ensure student mastery.
4.	Recruit, develop, and retain a talented workforce	To minimize the challenges new campus will enhance salary scale with a compensation system that rewards all staff for performance. The school will design multiple career pathways for high performing teachers. Ongoing PD will be provided for administrators and teachers to ensure they have regular support and guidance from instructional leadership at School of Science and Technology Central Office.
5.	Build strong parent involvement and Public/Community Support	SST Discovery-SA will have a Parent website that provides information on academic achievement and has various resources that enhances child learning beyond school hours. Various parent events and communication tools (academic performance nights, parent teacher conferences, parent newsletters) will be utilized to inform parents. In order to boost public support and increase college/career readiness, the school will cultivate partnerships with area business, educational, and civic organizations.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree or higher from an accredited educational institution. Min. 3 years exp. In a school environment, thorough knowledge of local/state/federal requirements.
2.	Principal	Bachelor's Degree or higher from an accredited educational institution, admin –Principal, AP w/experience in grant coord at school level.
3.	Budget Manager	BS degree in business/related area; accounting & budget management background preferred; 2-3 years of experience managing grants within schools and/or other ed. institutions; thorough knowledge of local/state/and federal guidelines especially charter.
4.	Student Data Specialist	BS degree with specialization educational assessment preferred; 3-5 years experience in student data analysis; 2 years exemplary teaching experience; thorough knowledge of Texas state accountability requirements & district curriculum and assessment processes.
5.	External Evaluator	BS degree with spec. in statistics & prog. Eval.; in-depth understanding of ed. assessment-evaluation & the Texas state accountability system; expertise in student data analysis & interpretation; ability to report eval. outcomes in practical & actionable terms.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	80% of all students assessed will achieve Satisfactory performance in Reading/ELA on 2019 STAAR	1. Measures of Academic Progress® (MAP® will be administrated two times a year to assess academic goals and student growth.	09/01/2018	02/20/2020
		2. 60% or more students will pass STAAR pract. 1	10-05-2018	10-20-2018
		3. 70% or more students will pass STAAR pract. 2	01-20-2019	02-20-2019
		4. Students identified will be enrolled in campus intervention programs	10-05-2018	02-20-2019
2.	80% of all students assessed will achieve Satisfactory performance in Math on 2019 STAAR	1. Measures of Academic Progress® (MAP® will be administrated two times a year to assess academic goals and student growth	09-01-2019	02-20-2020
		2. 60% or more students will pass STAAR pract. 1	10-05-2018	10-20-2018
		3. 70% or more students will pass STAAR pract. 2	01-20-2019	02-20-2019
		4. Students identified will be enrolled in campus intervention programs	10-05-2018	02-20-2019
3.	62% of ELL / SpEd students assessed will achieve Satisfactory performance in Reading/ELA on 2019 STAAR	1. Measures of Academic Progress® (MAP® will be administrated two times a year to assess academic goals and student growth	09-01-2018	02-20-2020
		2. 50% or more students will pass STAAR pract. 1	10-05-2018	10-20-2018
		3. 60% or more students will pass STAAR pract. 2	01-20-2019	02-20-2019
		4. Students identified will be enrolled in campus intervention programs	10-05-2018	02-20-2019
4.	62% of ELL / SpEd students assessed will achieve Satisfactory performance in Math on 2019 STAAR	1. Measures of Academic Progress® (MAP® will be administrated two times a year to assess academic goals and student growth	09-01-2018	2-20-2019
		2. 50% or more students will pass STAAR pract. 1	10-05-2018	10-20-2018
		3. 60% or more students will pass STAAR pract. 2	01-20-2019	02-20-2019
		4. Students identified will be enrolled in campus intervention programs	10-05-2018	02-20-2019

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Management Plan

Project Director will be responsible to monitor the attainment of goals and objectives of the Start-Up program with the oversight of the Chief Financial Officer of SST. An implementation committee will be established and consist of the Project Director, Federal Programs Director, Grant Manager and Principal. This committee will meet quarterly to discuss and examine the effectiveness of project strategies and attainment of goals and objectives. The Project Director will be responsible for working with the external evaluator and coordination all activities of the grant objectives. Each quarter Project Director will meet with the external evaluator and examine the effectiveness of the program with qualitative and quantitative data. External evaluator will make a site visit each year to SST Discovery-SA and collect the necessary data in assessing outcome and effectiveness and prepare an evaluation report for the Superintendent, Asst.

Superintendent/CFO and the Director of Academics. This evaluation report will be used to make modifications as needed to ensure the success of the program.

Grant Management will be responsible for Financial management of the program and submitting expenditure reports to TEA. Grant manager coordinate with the implementation committee and determined allocability and allowability of costs in accordance with the provisions of the federal cost principles and to terms and conditions of the award.

At the campus level principal and Assistant Principal – Assessment are the key people to implement the program with fidelity. Principal and Assistant Principal will have ongoing weekly meetings about the student progress included in the special population. Assessment data results will be used to fine-tune the program after each benchmark. Intervention programs will be identified based on the needs of the students.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SST Central Office leadership team will integrate, share resources from other existing programs and assist the new campus to implement the grant objectives after the High-Quality Replication grant funds expire. Our Development team is currently reaching out to philanthropic community in Houston area to cultivate relationships.

SST will use NWEA Measures of Academic Progress® (MAP®) to assess the student academic goals. To ensure all participants stay committed to the project, leadership team at SST central office will conduct ongoing meetings with all departments (Math, ELA, Science, Social Studies, Special Programs) to communicate program goals, objectives and expectations, and solicit feedback. To ensure the implementation of the quality grant objectives, teachers will receive professional development in their content area.

The project will be sustained through a coordinated effort between designated grant administrators, Central Office leadership, professional staff, and school level personnel. However, it will be the ongoing guidance, support, training, supervision and dissemination of resources by SST staff in San Antonio that will ensure that the school is fully operational and that the grant activities are implemented with fidelity. By integrating resources and support from the grant with those already existing within the SST system it is possible to maximize the effectiveness of grant funds. Beginning in 2018 Instructional Coaches in the core areas of science, math and ELA were hired to support all campuses. These instructional experts will work in the new campus to ensure that the curriculum and instruction are being implementing effectively and that the grant-funded resources *inside the classroom* are being used efficiently and as intended. The campus administrators and Project Director will be in charge of communication within the school and keeping all staff motivated and working diligently. They also will be in charge of staying in communication with Central Office.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review of criterion-referenced student achievement data (MOY/EOY); benchmark tests) Review of criterion-referenced student achievement data of ELL & special ed students (TELPAS & MAP) Review of criterion-referenced advanced performance data (MOY/EOY; benchmark tests)	1.	All teachers have access to most recent criterion and norm referenced student academic data within two weeks of school opening each year
		2.	All teachers have attended and participated in at least 6 hours of staff development related to data interpretation and application annually
2.	Review of quality teacher and administrator professional development PD	1.	All teachers have access to most recent criterion reference student academic data within two weeks of school open each year
		2.	All teachers have attended and participated in 6 hours or more PD related to data interpretation and application annually
3.	Review of parental involvement (interviews and surveys) Review of criterion-referenced student achievement data (MOY/EOY; benchmark test) Review of criterion-referenced student achievement data (MOY/EOY); benchmark tests) Review of criterion-referenced student achievement data of ELL & special ed students (TELPAS & MAP)	1.	All teachers have access to most recent criterion reference student academic data within two weeks start of school each year
		2.	All teachers have attended and participated in 6 hours or more PD related to data interpretation and application annually
4.	Review of criterion-referenced advanced performance data (MOY/EOY; benchmark testS)	1.	PD topics are identified within two months of school opening
		2.	Teachers and Administrators will be provided PD certificates
		3.	The principal will analyze teacher evaluation reports
5.	Review of quality teacher and administrator professional development PD	1.	Parental involvement meeting and parent evaluations will be tracked
		2.	Interviews with parents, teachers/staff and students will be conducted

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An external evaluator will do the evaluation of the project. Evaluation of the project is complementary but separate from the management plan. The external evaluator would be required to produce referral or testimonial from prior clients. The evaluator will provide evidence that their subject matter knowledge is research-based and his hers approach to their subject matter is measurable and highly effective. After the identification of the external evaluator, grant implementation team will have a meeting with the evaluator about the evaluation process required documentation.

Some evaluation activities will include: 1) Site visits (total of 2 visits), review of quantitative and qualitative data, conduct focus groups with teacher/staff, parent, and students; 2) Review of grant-related expenditure; 3) Quarterly reports submitted to SST leadership team and based on data gathered and reviewed.

The Project Director will review the evaluation activities with the evaluator. They will meet minimum twice a year and needed. For the quality data collection purposes the evaluator will also communicate with campus administrators and grant implementation team any time during the grant period.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 1: Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Directors is responsible for governing the charter school, ensuring the school is executing on its mission in all aspects. The primary purpose of the Board is to provide oversight while delegating day-to-day management of the school to the Superintendent. The Board will set compensation for hire, oversee, and evaluate the Superintendent. The Superintendent reports to the Board. The Superintendent will hire and evaluate all members of the school's staff and will be accountable to the Board for the school's organizational and academic success. The Board will ensure that School of Science and Technology Discovery-San Antonio successfully executes on its mission to prepare all students for admission to, success in, and graduation from college. It will also ensure the school is fiscally responsible, that it adheres to the school's charter agreement with the authorizer, and that it complies with all applicable local, state, and federal laws.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 2: Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SST Board of Trustees may place a charter campus or charter program on probation or revoke a charter if it finds that the charter campus or program:

- a. Violates a provision of applicable state or federal law;
- b. Materially violates a provision on the charter; or
- c. Fails to meet generally accepted accounting standards for fiscal management.

The Superintendent shall investigate an allegation that a charter campus or charter program has violated federal or applicable state law or provisions of the charter, or fails to meet generally accepted accounting standards for fiscal management. The Superintendent shall hold a conference with the principal and governing body of the charter campus or program to discuss the allegation.

If the Superintendent determines that a violation or mismanagement has occurred, the principal shall respond to the allegation. The Superintendent shall present investigative findings with appropriate recommendations to the Board. If necessary, the Superintendent shall ensure that the topic is on the agenda for discussion.

If the Board decides to consider probation or revocation of the charter, it shall schedule a public hearing to be held on the campus where the program is located. After the public hearing, the Board may take action to place the charter campus or charter program on probation or to revoke the charter campus or charter program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. The principal will make day-to-day decisions regarding instruction. The charter district policy regarding the school calendar, administrative requirements, and student school calendar were specifically assigned to the principal and approved by the Board of Trustees in an effort to provide the campus with the flexibility needed to accomplish the goals of the campus.

Additionally, the grant budget was created to reflect the needs of the campus utilizing the Needs Assessment outlined on Schedule #13. The principal served a key contributor to providing input throughout the process. The budget has been reviewed and approved by the campus principal as meeting the current and future needs of the newly created High-Quality Replicated Charter campus. Flexibility will be afforded to the campus principal in selecting, contracting, and purchasing the items outlined in the grant budget.

The Advisory Committee established under the charter will serve in an advisory capacity to the Principal. The Superintendent will serve, at all times, as the Principal's employer and supervisor. The SST Discovery-SA Principal will work closely with the Advisory Committee, industry members, and higher education partners on school design.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Build strong parent involvement and Public/Community Support

SST Discovery-Houston will have a Parent website that provides information on academic achievement and has various resources that enhances child learning beyond school hours. Various parent events and communication tools (academic performance nights, parent teacher conferences, parent newsletters) will be utilized to inform parents. In order to boost public support and increase college/career readiness, the school will cultivate partnerships with area business, educational, and civic organizations.

Perspective families will receive a preview and workshop of the new High-Quality Replicated charter school once it is complete. Parents will have the opportunity to hear the principal which perspective students will receive a tour of the classrooms and also meet and greet some of the hired teachers and staff. As part of the workshop, parents will be encouraged to discuss the new school and what they want for their children's education. SST Discovery-Houston will assimilate this critical feedback into the school's format and resources.

Parental Outreach

An indispensable element for SST Discovery-Houston success will be parental involvement. We believe that when parents, communities, and the school work together, children succeed and that when families take part in their children's education, children do better at school. For this reason, SST created a Parent Connect website, both English and Spanish, to provide information on the concept taught for each subject, list of resources for the course including online access for curriculum materials as well as other online resources that enhance learning beyond school hours. Parents of SST Discovery-Houston will have access to those amazing online resources for free of charge. Information (flyers, brochures and surveys and all other documents will be provided in Bilingual.

The school will have periodic parent teacher meetings where parents and teachers get together to get to know one another and discuss the students' needs, concerns and academic performance. SST Discovery-Houston will employ a home visit program which encourages teachers make home visits to discuss student progress with the parents. In addition, the school will communicate school news and available programs to parents via e-newsletters. Providing all services listed above the grant funds will be used for the initial start-up needs of SST Discovery-Houston. These needs however will not include extracurricular activities for students, competitions, interventionist salaries, teacher salaries, financial assistance for teachers to get advanced degrees, and the compensation system that rewards staff for performance.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 5: Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In developing a budget for this grant program, the campus principal and the school's design team, consisting of industry, SST Central Office Leadership Team and the Board were tasked with reviewing the charter components and developing a budget on how grant funds would best be used. Five category needs were identified and used to determine budget parameters; lab supplies/computers, 3 months salary for staff/extra duty pay for staff, recruitment materials, project evaluator and professional development/training. Speaking with industry professionals, classroom teachers and professional consultants derived information for the budget. District quotes were used to inform decision-making concerning technology and curriculum software costs, which serve as a large component of the requests for this STEM driven school. Since the curriculum will be driven by industry-led projects, the designed team felt that allocating money to curriculum and project-based learning materials would serve the school's needs as industry forms projects. Professional development funds, according to the group, should be used for project-based learning training, blended learning, and personalized learning. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

SST Central Office leadership team will integrate, share resources from other existing programs and assist the SST Discovery-SA High-Quality Replication campus to implement the grant objectives after the High-Quality Replication grant funds expire. Our Development team is currently reaching out to philanthropic community in San Antonio area to cultivate relationships.

SST will use NWEA Measures of Academic Progress® (MAP®) to assess the student academic goals. To ensure all participants stay committed to the project, leadership team at SST central office will conduct ongoing meetings with all departments (Math, ELA, Science, Social Studies, Special Programs) to communicate program goals, objectives and expectations, and solicit feedback. To ensure the implementation of the quality grant objectives, teachers will receive professional development in their content area.

The project will be sustained through a coordinated effort between designated grant administrators, Central Office leadership, professional staff, and school level personnel. However, it will be the ongoing guidance, support, training, supervision and dissemination of resources by SST staff in San Antonio that will ensure that the school is fully operational and that the grant activities are implemented with fidelity. By integrating resources and support from the grant with those already existing within the SST system it is possible to maximize the effectiveness of grant funds. Beginning in 2018 Instructional Coaches in the core areas of science, math and ELA were hired to support all campuses. These instructional experts will work in the High-Quality Replication campus to ensure that the curriculum and instruction are being implementing effectively and that the grant-funded resources *inside the classroom* are being used efficiently and as intended. The campus administrators and Project Director will be in charge of communication within the school and keeping all staff motivated and working diligently. They also will be in charge of staying in communication with Central Office.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 6: Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Build strong parent involvement and Public/Community Support

SST Discovery-SA will have a Parent website that provides information on academic achievement and has various resources that enhances child learning beyond school hours. Various parent events and communication tools (academic performance nights, parent teacher conferences, parent newsletters) will be utilized to inform parents. In order to boost public support and increase college/career readiness, the school will cultivate partnerships with area business, educational, and civic organizations.

Perspective families will receive a preview and workshop of the new High-Quality Replicated charter school once it is complete. Parents will have the opportunity to hear the principal which perspective students will receive a tour of the classrooms and also meet and greet some of the hired teachers and staff. As part of the workshop, parents will be encouraged to discuss the new school and what they want for their children's education. **SST Discovery-SA will assimilate this critical feedback into the school's format and resources.**

Parental Outreach

An indispensable element for SST Discovery-SA success will be parental involvement. We believe that when parents, communities, and the school work together, children succeed and that when families take part in their children's education, children do better at school. For this reason, SST created a Parent Connect website, both English and Spanish, to provide information on the concept taught for each subject, list of resources for the course including online access for curriculum materials as well as other online resources that enhance learning beyond school hours. Parents of SST Discovery-SA will have access to those amazing online resources for free of charge.

The school will have periodic parent teacher meetings where parents and teachers get together to get to know one another and discuss the students' needs, concerns and academic performance. SST Discovery-SA will employ a home visit program which encourages teachers make home visits to discuss student progress with the parents. In addition, the school will communicate school news and available programs to parents via e-newsletters.

Providing all services listed above the grant funds will be used for the initial start-up needs of SST Discovery-SA. These needs however will not include extracurricular activities for students, competitions, interventionist salaries, teacher salaries, financial assistance for teachers to get advanced degrees, and the compensation system that rewards staff for performance.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 7: Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Transportation

SST Discovery-SA will only provide transportation for all educational field trips including college trips. The school will contract service to third parties. SST Discovery-SA will not provide student daily pick-up/drop off transportation services.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

Statutory Requirement 8: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

School of Science and Technology Discovery-SA has not requested any waivers.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015831

Amendment # (for amendments only):

TEA Program Requirement 1: Population to be Served in 2018–2019. Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2018–2019. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation	50	50	50	50	25	25	25								275
TOTAL:	50	50	50	50	25	25	25								275
Total Staff															20
Total Parents															352
Total Families															220

TEA Program Requirement 2: Population to be Served in 2019–2020. Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation	50	75	75	75	75	50	50	50							450
TOTAL:	50	75	75	75	75	50	50	50							450
Total Staff															21
Total Parents															576
Total Families															360

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015831

Amendment # (for amendments only):

TEA Program Requirement 3: Provide the names and nine-digit county/district/campus numbers of the *Improvement Required* schools identified in the most recent accountability ratings near the proposed charter school campus that serve the same grade levels that the proposed charter school campus will in 2018-2019. For each *Improvement Required* school listed, include the distance from the proposed charter school campus.

Please see <https://rptsvr1.tea.texas.gov/perfreport/account/index.html> for more information. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

	District Name	Campus Name	9 Digit CDC Number	Distance (in miles)
1.	Houston ISD	Fondren Elementary	101912153	3.6
2.	Houston ISD	Bowman	101912111	5
3.	Houston ISD	Texas Connection Acemay	101910100	4.8
4.	Alief ISD	Sneed Elem.	101903117	9
5.	Alief ISD	Montgomery	101912207	11
6.	Fort Bend ISD	Ridgemont	079907109	14
7.				
8.				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015831

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: